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ABSTRACT

This publication is a guide with the materials necessary for leading a workshop session on the role and responsibilities of paraprofessionals in Chapter 1 Program classrooms. Following a list of the transparencies and handouts used in the workshop as well as an outline of the 3- to 4-hour session, a note to the presenter discusses the advantages of having both teachers and paraprofessionals participate if possible and the possible ways to modify the session depending on the make-up of the audience. The actual guide to the session covers the following areas: (1) introduction/overview (looks at workshop objectives and an activity); (2) roles and responsibilities of teachers and paraprofessionals (provides a discussion and an activity for each group as well as a discussion of effective instructional teams); (3) categories of assistance (details the definitions and limitations of the aid that a paraprofessional can provide); (4) motivation (provides an activity and a discussion of factors in motivation); (5) extending students' thinking (presents Bloom's classification of levels of thinking and an activity); and (6) debriefing (provides for discussion and session evaluation). Throughout the guide graphics indicate when to use the 15 specially designed transparencies and 7 handouts. (JB)

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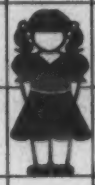
WORKSHOP GUIDE

PARAPROFESSIONALS IN THE CLASSROOM



Includes:

1. PRESENTER'S GUIDE
2. TRANSPARENCIES
3. HANDOUTS
4. RESOURCE MATERIALS

Region E Region 5

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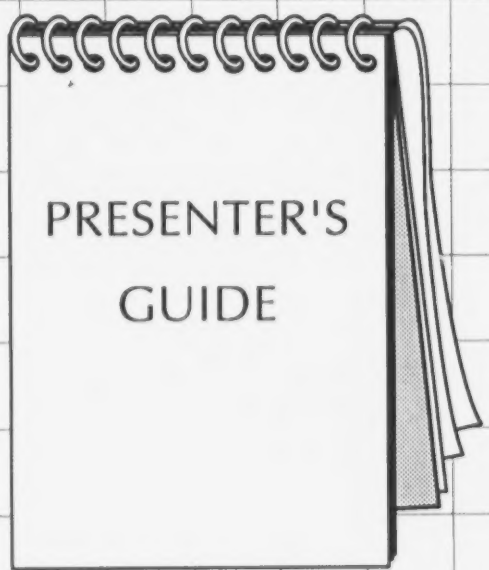
WORKSHOP GUIDE

PARAPROFESSIONALS IN THE CLASSROOM



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PARAPROFESSIONALS IN THE CLASSROOM

Transparencies used in this workshop:

T - 1 Purpose of Chapter 1 Programs
T - 2 The Teacher
T - 3 Teacher Responsibilities
T - 4 The Paraprofessional
T - 5 Effective Instructional Teams
T - 6 Categories of Assistance
T - 7 Preparation/Maintenance
T - 8 Clerical Work/Record Keeping *(a & b)*
T - 9 Working with Chapter 1 Children in Small Groups *(a & b)*
T -10 Working with Chapter 1 Children in Large Groups
T -11 Motivation
T -12 Factors that Influence Motivation
T -13 To Increase Motivation
T -14 Six Key Factors of Motivation
T -15 Bloom's Taxonomy

Handouts used in this workshop:

H - 1 Current Assignment
H - 2 Teacher Responsibilities
H - 3 Paraprofessional Responsibilities
H - 4 Categories of Assistance
H - 5 What Motivates Your Students?
H - 6 Six Key Factors of Motivation
H - 7 Applying Bloom's Information

Outline

Introduction/Overview		
Workshop Objectives		
Activity:		
Current Assignments	T-1	H-1
Roles and Responsibilities of Teachers and Paraprofessionals		
Discussion:		
Teacher Responsibilities	T-2	
Activity:		
Teacher Responsibilities	T-3	H-2
Discussion:		
Paraprofessional Responsibilities	T-4	
Activity:		
Paraprofessional Responsibilities		H-3
Discussion:		
Effective Instructional Teams	T-5	
Categories of Assistance		
Discussion	T-6 thru T-10	
Activity		H-4
Motivation		
Activity:		
Motivational Pictures		H-5
Discussion:		
Factors in Motivation	T-11 thru T-14	H-6
Extending Students' Thinking		
Discussion	T-15	
Activity		H-7
Debriefing		
Discussion		
Evaluation		

Time:

3-4 hours

Materials needed:

flip chart, marker board, and/or chalk board
markers/chalk, overhead projector and screen
blank transparency sheets
evaluation form

NOTE TO PRESENTER

1. It is recommended that both teachers and paraprofessionals participate in this workshop to ensure complete understanding on both sides. However, this workshop can be provided to an audience of paraprofessionals only.

2. An approximately two-hour introduction to paraprofessionals in the classroom is covered in the first part of the workshop (up to the Motivation section on page 14). For a more in-depth workshop, continue with the sections on motivation and extending students' thinking.

INTRODUCTION/OVERVIEW

20-30 minutes

Workshop Objectives

As a result of this workshop participants will:

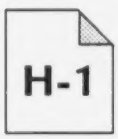
- understand the different roles and responsibilities of the Chapter 1 paraprofessional in the classroom
- identify some of the characteristics of effective teacher/paraprofessional relations and communications
- understand motivation, reinforcement, and higher-order thinking theory and practice.

NOTE TO PRESENTER

Prior to the introduction, informally determine the makeup of the audience. Scan the workshop registration form/sign-in sheet to get a quick idea of the backgrounds of participants (e.g., how many are new to Chapter 1, how many are veterans, what are their current assignments). Alternatively, do an informal survey at the beginning of the presentation asking some of the same types of questions. This doesn't have to be a formal analysis--but it is important to know your audience.

Activity:

Current Assignments



Ask participants to form small groups and share their current assignments and key job responsibilities using *H-1*: "Current Assignment." Explain that this segment of the workshop will provide a general

overview of the basic roles and responsibilities each participant can expect to assume as a paraprofessional and/or teacher in a Chapter 1 program.

Display T-1:
"Purpose of Chapter 1 Programs" and review the items on the list.

NOTE TO PRESENTER

You may wish to discuss briefly the fact that Chapter 1 is federally funded and to explain the student identification process.

ROLES AND RESPONSIBILITIES OF TEACHERS AND PARAPROFESSIONALS

1 hour

Discussion:

Teacher Responsibilities

Explain that Chapter 1 program staff, the teacher, and the paraprofessional should work as a mutually supportive instructional team. An important first step in building an instructional team is having a clear understanding of the role each team member plays in planning and delivering supplementary assistance to Chapter 1 students.

T-2

Display T-2:
"The Teacher" and expand on each of the four elements. Ask participants for examples under each category. Allow time for adequate group discussion.

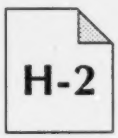
Include the following teacher responsibilities as points of discussion:

- The teacher prepares and oversees lesson plans and supervises the paraprofessional.
- The teacher introduces the paraprofessional to the class and to other staff, if appropriate.
- The teacher provides learning materials and basic instruction for Chapter 1 students within program guidelines.
- The teacher shares helpful information, ideas, and teaching techniques with the paraprofessional.
- The teacher clarifies the goals and objectives of the Chapter 1 program.
- The teacher shares background information about students when and if appropriate. (Expand on and stress the need for protection of student privacy and confidentiality of student information.)
- The teacher schedules periodic conferences with the paraprofessional.

Emphasize that paraprofessionals are under the direct supervision of a certified teacher. Explain that in some instances the paraprofessional is supervised by the Chapter 1 coordinator rather than the teacher. Provide examples of situations in which this might occur.

Activity:

Teacher Responsibilities



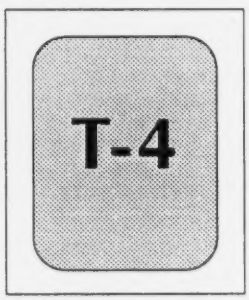
Display T-3:
"Teacher Responsibilities." Explain that participants will play a game using *H-2*: "Teacher Responsibilty Categories." The purpose of the game is to match each responsibility listed on page 2 of H-2 to the appropriate category on page 1 of the handout. Have the participants work on the activity in small groups.

Allow 20 minutes for this activity. Encourage group interaction and discussion.

Review with the large group the responses for each area. Discuss any additional responsibilities that might fit each area.

Discussion:

Paraprofessional Responsibilities



Display T-4:
"The Paraprofessional" and expand on each of the elements, stressing the following points:

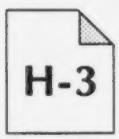
- The paraprofessional's purpose is to work with and assist identified Chapter 1 students.
- Paraprofessionals may not perform any duties that require certification.
- As with Chapter 1 teachers, paraprofessionals must have a clear understanding of the legal and ethical constraints that protect students, their families, and other professionals.
- Student welfare and safety are the most important considerations for all school personnel.

- Student supervision that is noninstructional in nature should conform to the Chapter 1 guidelines.

Remind participants that Chapter 1 teachers and paraprofessionals are in the classroom primarily to benefit and assist identified Chapter 1 students.

Activity:

Paraprofessional Responsibilities



Instruct participants to move again to their small groups. Ask each group to use *H-3*: "Paraprofessional Responsibility Categories" to do the same matching activity as before. They are to match each paraprofessional responsibility listed on page 2 of the handout to the appropriate category on page 1.

Allow 20 minutes for this activity. Encourage group interaction and discussion.

Review with the large group the responses for each area. Discuss any additional responsibilities that might fit each area.

Discussion:

Effective Instructional Teams

Display T-5:
"Effective Instructional Teams" and stress the following points:

- Each team member performs tasks willingly, without coercion.
- Roles are clearly defined and respected.
- Each team member maintains an open mind and listens well.
- Each team member respects and follows regulations.
- Each team member quickly acknowledges and praises a job well done and readily gives credit to appropriate others. Conflicts are resolved swiftly and smoothly.
- Cooperation and collaboration are the preferred work styles of effective instructional teams.
- Each team member contributes ideas and helps move them forward.
- Each team member makes certain the job is completed and that all instructional objectives are reached.
- Each team member shows good judgment, considers the impact of decisions, and acts after reviewing the facts.
- Each team member is mutually supportive in carrying out tasks.
- Each team member develops a thorough knowledge of sound instructional practices and is willing and eager to share expertise.
- Each team member maintains confidentiality, especially in regard to students.

Explain that systematic communcation between the teacher (or Chapter 1 coordinator) and the paraprofessional is essential for an effective team.

To accomplish this, the instructional team usually meets daily or, at a minimum, once a week to develop lesson plans. At these meetings, the teacher (or Chapter 1 coordinator) and the paraprofessional can share their perspectives in reviewing student progress and in devising instructional strategies to enrich and extend learning for the children.

Point out that this workshop is only a first step in learning ways to improve student performance. The strategies discussed in this workshop are suggestions only and should not be interpreted as the only way to accomplish an objective. Encourage participants to attend other workshop sessions and to read articles and resource materials, view films, and participate in other learning activities available through their schools.

Explain that there are many ways in which a paraprofessional can assist the teacher in helping children learn. Inform participants that in some schools there may be a few roles and responsibilities for the teacher and/or paraprofessional not covered in this workshop. However, most of the responsibilities addressed here are common to all schools.

This is a good place to take a b r e a k.

CATEGORIES OF ASSISTANCE

30-40 minutes

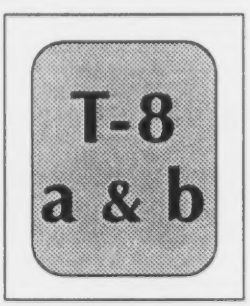
Discussion

Display T-6:
"Categories of Assistance" and discuss the list. Provide examples of the various ways each type of assistance might be carried out.

Note that there are specific rules about the amount of time paraprofessionals can work carrying out noninstructional tasks. Stress the point that paraprofessionals are assigned to work with Chapter 1 children, not to support the regular classroom teacher in his or her daily chores.

Display T-7:
"Preparation/Maintenance." Discuss the following tasks:

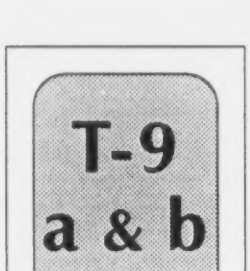
- Making instructional aids such as games and flashcards
- Setting up the room for learning activities
- Maintaining and replenishing supplies
- Preparing materials and snacks



Display T-8:
"Clerical Work/Record Keeping" and discuss the following tasks:

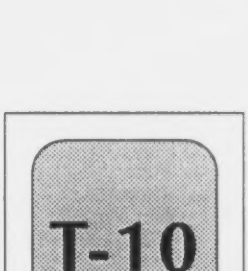
- Preparation of dittos, stencils, flip charts
- Running the copy machine and multimedia equipment
- Typing and/or filing materials
- Checking students' work
- Recording daily attendance

- Preparing inventory of supplies and equipment as needed
- Other tasks in support of Chapter 1 objectives



Display T-9:
"Working with Chapter 1 Children in Small Groups" and discuss the following tasks:

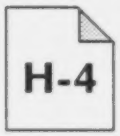
- Tutoring or helping with practice in math, reading, writing, or spelling
- Writing and/or typing children's dictated stories
- Talking with children for their language practice
- Reading stories to children
- Supervising children at a learning/listening center
- Assisting with an art experience
- Teaching games in the classroom and on the playground
- Other tasks in support of the Chapter 1 program objectives



Display T-10:
"Working with Chapter 1 Children in Large Groups." Discuss the following tasks:

- Monitoring working groups (computer labs, classroom, etc.)
- Accompanying groups on field trips
- Assisting in the library and cafeteria or on the playground
- Other tasks in support of the Chapter 1 program objectives

Activity



Distribute H-4:
"Categories of Assistance." Review some possible activities for each category; for example, "development of reading game" as a Preparation/ Maintenance task. Brainstorm some other possible responses to each category. Record the responses on a flip chart or chalkboard.

Instruct participants to move to their small groups to complete H-4. Allow 20 minutes for the activity.

When the teams have completed the activity, review with the large group the teams' responses for each category.

Inform participants that the focus of the rest of the workshop will be on the last category: working directly with Chapter 1 students. The workshop covers some of the things Chapter 1 teachers and paraprofessionals can do to enhance learning for students.

This is a good place to take a break.

MOTIVATION

40 minutes

Activity:

Motivational Pictures

H-5

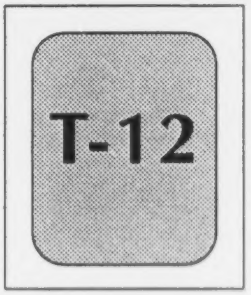
Explain that one of the keys to helping Chapter 1 students achieve is to help them enjoy learning and become motivated to learn. Brainstorm "what motivates your students." Have participants draw a picture or use word pictures or short phrases to describe something that motivates students on *H-5*: "What Motivates Your Students?"

Allow 5 minutes for participants to work on their handouts. Ask volunteers to share their "motivational pictures."

Discussion:

Factors in Motivation

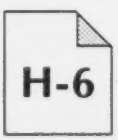
Display T-11:
"Motivation" and discuss the meaning of the term. Draw a parallel between hunger and motivation: No one can make a person hungry, but it is possible to arrange certain conditions that will increase the probability of that person becoming hungry; for example, making the person see or smell food or eating in front of someone without sharing. Likewise, teachers and paraprofessionals cannot make a student be motivated, but they can manipulate a student's desire to achieve and arrange conditions that may strengthen that desire.



Display T-12:
"Factors that Influence Motivation." Ask participants to suggest factors that might influence motivation. Record their responses on the transparency.

It is likely that participants will name such factors as parents, current or prior teachers, hunger/ tiredness, what happened at the last football or basketball game, and so on.

Display T-13:
"To Increase Motivation." Point out that motivation can be understood by looking at the past. If motivation is to increase, however, focus should be on the present. Make something happen now that will affect the student's intent to learn.



Display T-14:
"Six Key Factors of Motivation" and discuss the list. Suggest that participants use *H-6*: "Six Key Factors of Motivation" to take notes during the discussion.

Explain the following points:

1. **Caring/concern.** Learners are motivated to do things they are concerned about or interested in. We all have an optimal level of concern and interest that motivates us to greater effort and higher performance.

   Note that if concern is too high, it may result in fear of trying. Because people vary, there is no one right thing to do. Levels of concern vary with each learner and with each task. Instructional teams need to observe their learners

to see how they are reacting. A learner should never remain unconcerned, and an overly concerned learner should be reassured.

2. **Affect.** This is what is done to make the learner feel good or bad. Remind participants that the goal is to increase motivation by making school attendance a pleasant experience. Link this idea to the need for a positive climate and safe and orderly environment from the effective schools research.

3. **Interest**, like reading, is developed. Interest can be developed in two ways:
   (a) by making learning more meaningful to the learner and
   (b) by making the learning fun or different from the student's usual or expected experiences.

   Caution participants that doing something in a different or novel way is useful to a point. They should be careful not to put so much time and energy into novel gimmicks that they don't have time or energy left for helping students learn once their interest is aroused.

   They should be careful, as well, that the gimmick doesn't do more harm than good: If the learner focuses more on the gimmick than on the point of the lesson, the purpose is defeated.

   Point out that balance is important. There is an equally great need for predictability in the form of classroom rules and discipline.

4. **Success.** A learner's motivation increases as his/her success increases. Instructional teams can make a student's success more probable by setting the task at the right level of difficulty. If

a task is too hard, the student will give up. If it is too easy, the student will be bored. If students can be successful with some degree of effort, they are more motivated to try because they experience and enjoy their own capabilities and competence.

Proper diagnosis of learners to be sure they are working at the right level of difficulty will increase the probability that each learner will be successful.

5. **Appropriate feedback.** Students need to know how they are doing while they are learning--not the next day or next week. Immediate feedback is most effective.

   Distinguish between the types of feedback that are more appropriate for elementary students and the types that are more appropriate for middle school and secondary students. Provide examples and solicit suggestions from participants.

   The most effective learning is accomplished when the learner knows when he/she has done well or not done well and exactly what needs to be corrected to do better. Note that success and appropriate feedback are closely related.

6. **Intrinsic versus extrinsic motivation.** Intrinsic motivation is developed when the activity or the learning itself is the reward for effort (means). Extrinsic motivation exists when the student makes the effort to learn in order to gain something else such as status, approval, or tangible words (ends).

   Point out that it is important to encourage <u>intrinsic</u> motivation so that students will want to learn to

please themselves. Intrinsic motivation will enable students to resist peer pressure and do the "right" thing because it is connected to their values and belief system.

Remind participants that instructional teams need to apply all six concepts as they work with students.

This is a good place to take a break

EXTENDING STUDENTS' THINKING

30-45 minutes

Discussion

Inform participants that as a result of this workshop they will:

- become aware of the different levels of thinking and the role they play in promoting student learning and
- gain an understanding of the need to enhance students' thinking skills in planning different levels of follow-up questions and activities.

Explain that an important skill all teachers and paraprofessionals need is the ability to plan for and use follow-up questions and/or activities that will stimulate children's enjoyment and extend their thinking ability.

Tell participants that Dr. Benjamin Bloom of the University of Chicago developed a system for classifying the different levels of thinking demanded of students. This system helps teachers to deliberately develop school assignments and activities that enable students to extend their thinking to higher and more creative levels.

Display T-15:
"Bloom's Taxonomy." Explain that *taxonomy* is another word for classification. Provide a brief definition and examples of each of the levels:

Knowledge involves the ability to recall/remember information or to know where the answer can be found. While it is important to learn facts--they provide the essential basis to all higher levels of thinking--questions at this level should be the springboard to higher levels of thinking, not the end product. Unfortunately, this is where most classroom assignments start and end.

Comprehension involves understanding the facts or information students learned at the knowledge level, rather than simply "parroting" what they learned. "Why" and "how" questions are helpful in determining understanding if students use their own words to explain why and/or how. "Give me an example" or "Say it another way" are two good ways to check understanding.

Explain that knowledge and comprehension provide the foundation on which all complex thinking is built.

Application is the point at which the student applies what he/she has learned through knowledge and comprehension to a new situation. This important

step in the learning process is one the student will need the rest of his/her life.

Analysis is the point at which a student "takes apart" the information learned through knowledge, comprehension, and application and examines or works with the different pieces of information. This level of thinking requires that the student be able to organize and categorize information--to identify similarities and differences in similar pieces of information or to determine whether they must create a new category in order to organize the information.

Synthesis involves bringing together pieces of information to create or invent something else (a poem, song, story, etc.) or to find organizing themes or new ways to view things.

Evaluation involves making judgments about and providing reasons to support a judgment when there is more than one possible answer. Students must be able to answer the why and how questions, to weigh evidence and make recommendations.

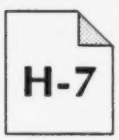
Assure participants that they are not expected to be able to identify or label the precise level of thinking for each learning activity. Convey that the important thing is to stimulate students to think beyond merely recalling and understanding information.

When planning for and working with Chapter 1 students, activities should be planned that encourage students to use information to identify similarities and differences, to categorize information, to speculate "what would happen if," to compare and contrast, to create new beginnings or endings, and to give the reasons that support their judgments or opinions. Caution participants to be sure that a student has the information necessary to do creative

thinking on his or her own. Don't ask for opinions about something the student does not understand because it may encourage the student to parrot what he/she has learned from others.

Activity

Ask participants to break into small groups of 4-5 people.



Distribute H-7:
"Applying Bloom's Information."

Note that the handout contains four columns. The first column represents the cognitive level, the second column a process, the third column a product, and the fourth column an activity. The participants are to convene in their small groups to decide grade level, content area, and topic for the group activity. The groups then develop an activity for each cognitive level.

Allow 15 minutes for the groups to complete this task. Ask each group to report the grade level, content area, and topic they selected. Encourage groups to share the activities they developed. Discuss any questions or differences of opinion.

DEBRIEFING

10 minutes

Discussion

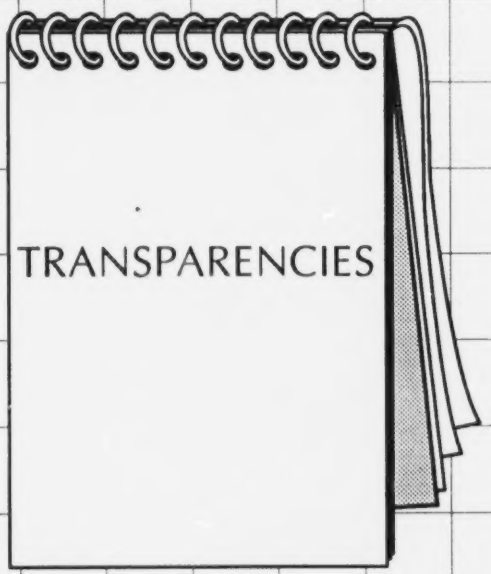
Review the topics covered in the workshop and encourage participants to continue to learn more about each one through attending other workshops, reading, viewing films, and in other ways.

Evaluation

Explain that evaluation is the way a presenter monitors and adjusts his/her presentation. Ask participants to complete the evaluation form.

WORKSHOP GUIDE

PARAPROFESSIONALS IN THE CLASSROOM



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PURPOSE OF CHAPTER 1 PROGRAMS:

- to help students achieve grade level proficiency
- to help close the widening gap
- to help students achieve in both basic and more advanced skills.

THE TEACHER:

is legally responsible for the instruction of Chapter 1 students.

TEACHER RESPONSIBILITIES:

- prepares the class and the paraprofessional for the instruction
- introduces the paraprofessional to the class and to other staff
- provides learning materials and basic instruction for Chapter 1 students within program guidelines
- shares helpful information, ideas and teaching techniques with the paraprofessional
- shares background information about students when and if appropriate
- schedules regular, periodic conferences with the paraprofessional.

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THE PARAPROFESSIONAL:

- is responsible to the teacher for instructional guidance
- carries out lesson plans, adding creative ideas and suggestions as appropriate
- works with students, helps maintain discipline
- serves as a positive role-model.

EFFECTIVE INSTRUCTIONAL TEAMS DEMONSTRATE:

- tact
- fairness
- initiative
- thoroughness.
- common sense
- concern
- knowledge

CATEGORIES OF ASSISTANCE:

- preparation and maintenance of instructional materials and instructional support materials
- clerical work/record keeping
- working with Chapter 1 children.

PREPARATION/ MAINTENANCE MIGHT INCLUDE:

- making instructional aids
- setting up learning activities
- maintaining/replenishing supplies
- preparing materials/snacks.

CLERICAL WORK/RECORD KEEPING MIGHT INCLUDE:

- preparing dittos, stencils, charts
- running copy machine, multimedia equipment/machines
- typing and/or filing materials
- checking students' work.

CLERICAL WORK/RECORD KEEPING MIGHT INCLUDE:

(continued)

- recording daily attendance
- preparing inventories
- other tasks in support of the Chapter 1 program objectives.

WORKING WITH CHAPTER 1 CHILDREN IN SMALL GROUPS MIGHT INCLUDE:

- tutoring or practice
- writing or typing dictated stories
- talking with children for language practice
- reading stories

T-9a

WORKING WITH CHAPTER 1 CHILDREN IN SMALL GROUPS MIGHT INCLUDE:

(continued)

- playing/teaching games
- supervising learning/listening centers/art activities
- other instructional tasks in support of the Chapter 1 program objectives.

WORKING WITH CHAPTER 1 CHILDREN IN LARGE GROUPS MIGHT INCLUDE:

- monitoring working groups
- accompanying groups on field trips
- assisting in the library, cafeteria, or on the playground
- other tasks in support of the Chapter 1 program objectives.

MOTIVATION:

- motivation is the desire to learn
- motivation energizes a person and directs his or her activity.

WHAT INFLUENCES MOTIVATION?

1.

2.

3.

4.

IF YOU WANT TO INCREASE MOTIVATION:

- you must focus on the present
- make something happen NOW to affect the student's intent to learn!

SIX KEY FACTORS OF MOTIVATION

- caring/concern
- affect
- interest
- success
- appropriate feedback
- intrinsic-extrinsic motivation.

BLOOM'S TAXONOMY:

- knowledge
- comprehension
- application
- analysis
- synthesis
- evaluation.

WORKSHOP GUIDE

PARAPROFESSIONALS IN THE CLASSROOM

prepared by:

RMC RESEARCH CORPORATION
1512 Larimer Street, Suite 540
Denver, Colorado
80202

CURRENT ASSIGNMENT

1. Your job title _____

2. Your key responsibilities _____

TEACHER RESPONSIBILITIES

Place the responsibilities listed on page 2 of this handout in the appropriate categories below.

Instruction

Supervision

Professional Climate

1. Plans instruction for language development activities into a scope and sequence.

2. Provides constructive feedback to the paraprofessional.

3. Provides a program overview.

4. Introduces the paraprofessional to the Chapter 1 class.

5. Introduces the paraprofessional to key community leaders.

6. Shares new teaching techniques.

7. Shares basic information about key school operations with the paraprofessional.

8. Provides clear instructional goals and objectives.

9. When necessary and appropriate, shares background information on students with the paraprofessional.

10. Monitors the paraprofessional's school arrival and departure times each day.

11. Observes the paraprofessional's interactions with Chapter 1 students.

12. Makes sure the paraprofessional attends appropriate instructional and staff meetings.

13. Observes and monitors paraprofessional discipline techniques.

14. Provides appropriate staff development opportunities for the paraprofessional.

15. Provides a safe and orderly working environment for the paraprofessional.

PARAPROFESSIONAL RESPONSIBILITIES

Place the responsibilities listed on page 2 of this handout in the appropriate categories below.

Instruction (teacher guide)

Student Interaction

Community Liaison

1. Assists in identifying Chapter 1 students.
2. Provides basic instruction in small groups guided by the Chapter 1 teacher/coordinator.
3. Monitors students' hallway passing to and from Chapter 1 classes.
4. Reports to teacher on resource utilization in the Chapter 1 class.
5. Attends school-sponsored "open house."
6. Provides individual tutorials to appropriate students guided by the Chapter 1 teacher/coordinator.
7. Listens and responds to specific student concerns.
8. Accompanies groups on field trips.
9. Makes manipulatives for use in small group learning activities.
10. Prepares snacks.
11. Prepares learning activities.
12. Prepares dittos, stencils, charts.
13. Types and files.
14. Prepares inventories.
15. Operates AV equipment.
16. Supervises learning centers.
17. Communicates with children for language practice.
18. Assists in library, cafeteria, or playground.

CATEGORIES OF ASSISTANCE

List paraprofessional activities in the appropriate categories.

Preparation/Maintenance

Record Keeping

Direct Interaction

What Motivates Your Students?

Draw a picture or use words or short phrases to describe something that motivates your students.

SIX KEY FACTORS OF MOTIVATION .

1. Caring/concern

2. Affect

3. Interest

4. Success

5. Appropriate feedback

6. Intrinsic-extrinsic motivation

APPLYING BLOOM'S INFORMATION

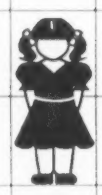
As a group, discuss and then decide the grade level, content area, and topic for this activity. Then develop activities for each cognitive level of the activity.

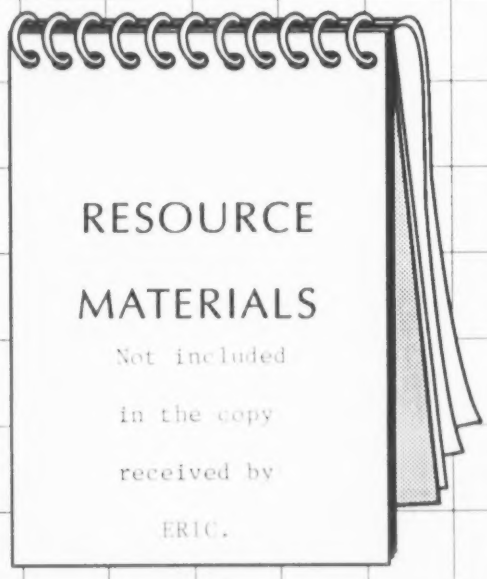
Be prepared to share your group's grade level, content area, and topic as well as two of the activities you developed.

Cognitive level	Process	Product	Activity
Knowledge	List	Display	
Comprehension	Explain	Pamphlet	
Application	Interview	Radio show	
Analysis	Compare	Poster	
Synthesis	Imagine	Debate	
Evaluation	Evaluate	Score card	

WORKSHOP GUIDE

PARAPROFESSIONALS IN THE CLASSROOM





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